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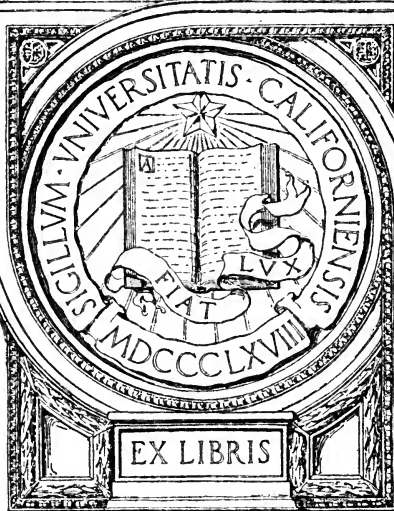


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CALIFORNIA STATE NORMAL SCHOOL.
CHICO, CALIFORNIA.

GIFT
AUG 2 1915 - *Bulletin Number Eight-9*



TRAINING SCHOOL ADMINISTRATION

I

ASSIGNMENT OF TEACHERS

1. The Principal of the Training School shall assign all teachers to classes and grades in the Training School.
2. Supervisors in charge shall assign teachers to classes in Manual Training, Domestic Science, and Domestic Art, and special work in the Normal Department, counting as teaching elective.
3. The Advanced Standing Committee may outline the courses of those who enter with advanced standing.
4. A correct program of all work any student-teacher is taking in a given term shall appear on a program card, which shall be filed with the Principal of the Training School after it has been approved by the Class Teacher. All changes of program shall be reported at once and recorded on the program card filed in the Training School.
5. In making assignments of teachers to rooms and classes the following principles should be followed:
 - (a) Weak and uncertain student-teachers should not be given classes that are known to be especially difficult.
 - (b) Teachers of like extremes of temperament, (e. g., melancholy, or frivolous) should not be paired.
 - (c) Assignments should be made so that every teacher will have experience in all of the following blocks of grades: one to two, inclusive; three to five, inclusive; six to eight, inclusive - except in the case of those students held for less than the regular amount of teaching.
 - (d) In making assignments, in so far as possible an equal number of teachers shall be assigned to each one of the four daily blocks of teaching.
 - (e) Assignments to the rural school shall be for two weeks' work. Assignments shall be made in season to allow student-teachers to give three days notice to supervisor.
6. In no case shall monitor service, library duties, keeping rolls and records, or playing on the piano be substituted for prescribed teaching. Such service may, however, when of training value, be considered as elective teaching and given suitable credit.
7. Assignments shall be made and posted more than two weeks before

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the close of the preceding term, a term being one-fourth of a year of school work.

8. Preparatory conference shall be held on Saturday morning, two weeks before the beginning of work by new teachers, and for this purpose a special schedule of engagements will be arranged and announced.

9. All concurrent methods classes shall be suspended during the last week of each term so that the time thus saved for student-teachers and faculty may be employed in visiting new classes and in preparatory conferences.

10. Teachers shall visit room and classes to which they are assigned, (or other classes suggested by the supervisor), at least five times, (save when especially excused), as far as possible upon the off days of subjects in which they are registered, and in case of conflict upon days designated by the subject teacher with whose work the visiting may be in conflict; provided that not more than one day of visiting shall be allowed in conflict with preparatory methods classes.

11. No student-teacher assigned to a section shall be removed therefrom or shifted in any way without due notice first given to the supervisor concerned, except in emergency substitutions, and in such cases notice shall be given as soon as possible.

12. All substitutes and teachers newly assigned shall be notified, by the Training School Principal, to consult all supervisors concerned in order that adequate preparation may be made for their new work.

13. All teachers assigned for rural school service shall be instructed to notify their supervisors in order that arrangements may be made for such duty. In case there is reason to believe that serious damage will be done by such assignment, the supervisor should present the facts to the Training School Principal, together with recommendations before the rural school assignment becomes effective.

14. At all times whenever by special arrangement, accident, or change in plans it becomes necessary for a student-teacher to do something other than had been previously planned, or to omit doing something that had been planned or that was previously expected to be done, such student-teacher must at once notify all supervisors concerned, and also the Principal of the Training School.

15. In case of absence or other inability to accept or perform any duty in connection with classroom work, the student-teacher must notify the Principal of the Training School. When possible, student-teachers should also notify the supervisors concerned. They should make every effort to provide a lesson plan with suggestions for the use of the substitute who may be appointed to take the work.

16. All meetings and conferences of student-teachers should be attended promptly. Absence or tardiness is inexcusable.

17. All notices for special meetings or special conferences will be placed upon the Bulletin Board. The responsibility for learning of such notices lies with the student-teachers.

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DIRECTION OF CLASS WORK IN THE ELEMENTARY SCHOOL

1. The work that shall be taught in any given class or grade shall be organized and planned by the supervisor in charge.

2. The supervisor shall determine how reviews, tests, drills, correction of errors, and other class exercises shall be held, subject to requirements herein stated.

3. To prevent confusion the following uniform system for the correction of errors in written work shall be used:

(a) Underline misspelled words.

(b) Mark the wrong use of capital letters and punctuation thus: ehico, The Boy runs, wheat is ripe.

(c) The caret for omissions.

(d) () for grammatical errors,—as: (I seen) the circus.—and for all structural mistakes.

(e) A ? in the margin questions the truth of a statement made.

4. In grading papers, credit should be taken off the sum total for misspelled words and glaring composition errors.

5. In grading papers, credit shall be deducted for careless or faulty writing. All teachers in charge of written seat work shall be responsible at all times for the correct posture and for the enforcement of the muscular system of writing as determined and outlined by the supervisor of writing.

6. In the upper left hand corner of each paper, record the grade as follows: first, the percentage which the paper receives because of its contents; second, minus the percentage that the paper loses because of composition and writing deficiencies which shall be in turn segregated into the percentage taken off for composition errors and for writing errors; and third, the remaining net percentage which the paper receives. The form to be used is here indicated:

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7. Supervisors may organize sections within the rooms, provided that in such case records are kept of the names of the students in each section and of the work done by each separate section.

8. In case sections are doing separate work in the same room they should be reported separately in all reports made to the Training School.

9. The use of maps, pictures, materials, specimens, supplementary readers, etc., is entirely at the discretion of the supervisors.

10. An outline of the course in each subject shall be filed in the library of the school and a statement shall be made in writing to the Principal of the Training School by each supervisor indicating the way in which the course of study is graded. By reference to this statement, the Principal of the Training School will know whether the progress of a given class is above or below standard in a particular subject.

11. In all matters where original, direct control is placed in the hands

of the supervisor it is understood that suggestions from the Principal of the Training School are in all respects welcome and acceptable, and that it is expected that the Principal of the Training School will frequently be able to improve a given situation by suggestions to the supervisor based upon some special knowledge of conditions or observation of facts that the supervisor may not happen to have.

III

ADMINISTRATION OF CLASS ROOMS

1. Student-teachers shall perform such monitor functions as may be outlined by the Principal of the Training School.
2. No class work or delay of any sort should retard the dismissal of classes.
3. In directing the passing of pupils *en masse* the teacher shall use the following formula of commands after securing the attention of the class: rise, pass, (to the door, to the board, to the lecture room, or wherever their destination may be).
4. Pupils shall not be permitted to leave their seats without permission.
5. Pupils shall not be permitted to speak without permission.
6. Pupils must not throw paper or trash upon the floor nor must they keep it in their desks. It should be deposited in the waste basket.
7. The Principal of the Training School shall correct such incongruities of seating as may be corrected without disorganizing sections, and in those cases where corrections cannot be so made shall report the situation to the supervisor concerned, with recommendations.
8. Teachers should prevent waste of time in every way possible. The following, especially, should be avoided:
 - (a) Being unprepared with paper, pens, pencils, or other equipment.
 - (b) Faulty distribution of material to be used by children.
 - (c) Unnecessary delay between questions or acts.
 - (d) Requiring children to arise and say one word as a recitation, and then sit down.
 - (e) Calling children to pass to the board for a single operation and then sit down.
 - (f) Changing tardily from seat work to recitation, or vice versa.
9. Children shall, under no circumstances, be seated in a strong draft. In good weather all possible window and transom ventilation shall be provided and at recess time the doors should be opened and the air flushed out. Window ventilation may be used in the winter when it is not a menace to children sitting near the openings and when it does not reduce the temperature of the room seriously.
10. In case the air of the room becomes too impure, it will be well to open all the windows, have the class stand and go through brisk Swedish gymnastics, for two minutes, while the air in the room is changed.
11. In case it is too hot in the room and there is plenty of fresh air, shut off the radiator.
12. In case it is too cold in the room, turn on the radiator.

13. The radiator turns on by a valve that has a faucet handle.
14. The children should not be permitted to meddle with radiator valves.

15. The sun should not shine directly upon the book or directly upon the face of any student. The best light in any room is the **top light**. **Use it!**

16. When it is necessary for the children to read from the blackboard the teacher should see that the writing is large enough and plain enough, and is visible from all parts of the room.

17. Children whose eyesight seems to be poor should be placed in the front seats and their cases reported to the Principal of the Training School.

18. Teachers must be on the alert to discover defective hearing, improper breathing and bad teeth. These and all other signs of ill-health shall be reported to the Principal of the Training School and to the Supervisor of Hygiene.

19. Teachers who wish to have pupils remain after school will file notices to that effect in the proper office on a file provided for such purpose. Such notice shall state:

(a) For what reason the child is held.

(b) What work is to be done.

20. Pupils are not to stay in class-rooms after classes are dismissed. Those detained after school will pass to the Assembly with **books** to study or **work** to do.

21. It is unwise to detain a whole class.

22. Pupils are to be held not later than 4:30.

23. The method of recording absences and tardiness records is set forth in Section 1, under "Monitor Service."

24. Student-teachers will file, with the Principal of the Training School, the names of all pupils absent three days from class.

25. At the end of each period, student-teachers will report all pupils absent from manual training, domestic science, sewing and gymnasium classes.

26. All tardy pupils must present, to the student-teacher in charge of the class, an excuse from the Principal of the Training School. This is necessary in order that they may be admitted to the class.

IV

RECORDS, TESTS, AND REPORTS

1. The supervisor shall require all student-teachers to report in advance concerning preparation of work to be done.

2. Supervisors shall keep records of work done in every room and by each section.

3. Student-teachers shall keep records of each child in every subject under the direction of the supervisor.

4. Such records shall contain the daily standing of pupils and may be kept in any manner convenient, providing:

(a) The names of pupils shall be arranged in alphabetical order—**surname first**.

(b) Each record sheet shall contain the records for a section for

a period of four weeks.

- (c) These records shall be averaged, approved by the supervisor, and then filed with the Principal of the Training School at the end of every four weeks, or at the end of a school month. Due notice of the filing of these records will be posted on the blackboard the Monday before they are due. Such records to be handed to the supervisor on Wednesday of the week they are to be filed with the Principal of the Training School.

5. Spelling records shall record the number of words missed daily, in both regular lessons and tests. The last column shall show the total number of words missed, and also the total number of words given.

6. All records shall have the name of teacher, grade, subject, and date.

7. All records shall be handed into the Training School office when called for. Due notice shall always be given.

8. The daily record as posted by the teacher shall be based upon written work, oral work, attendance, attention, and other evidence of progress according to the instruction of the supervisor.

9. In making such entries they shall be interpreted as follows: 100—90, excellent; 90—80, good; 80—75, fair; below 75, unsatisfactory.

10. Before the reports are filed with the Principal of the Training School to be transmitted to the City Superintendent and to be recorded upon the report cards, the average grade shall be approved or rectified by the supervisors of the respective subjects. (See section 4c, above.)

11. All tests and all seat work of a sort involving written answers to questions shall be written by the students with pen and ink in classes above the Fifth Grade, inclusive.

12. All written work shall be so given as to prevent all possible errors in spelling, writing, and language. To this end children must not be forced to write beyond normal speed, nor asked to spell words that they do not know how to spell, nor to use language forms that they have not been taught.

13. After written-work papers have been corrected by the children or the teacher, or both, they shall be referred to the supervisor.

14. Written work, after having been inspected by the supervisor, shall be returned to the class for the correction of errors. The nature of this process shall be determined by the supervisor in charge but it shall provide in any event for the correction of the errors in form and content by the children who are particularly concerned.

15. Teachers must report all tests to the supervisors before giving them, and shall report also to the Principal of the Training School, all tests in the nature of formal written examination. The Principal of the Training School may require the postponement of a written examination if it is evident that the children of a certain grade are being given an excess of written examination work upon any day. The supervisor in charge shall approve the form and content of all written tests and examinations that may be given.

GENERAL ADMINISTRATION IN TRAINING SCHOOL

1. No class shall be disturbed in its regular daily work by order of the Principal of the Training School, unless the change has been announced to the supervisors and the reasons therefor presented.

2. Children should be promoted regularly twice a year. In all cases, promotion shall be by subject and may be made at any time.

3. All promotions shall be made after consultation between the supervisors of the subjects concerned and the Principal of the Training School, at meetings which the Principal of the Training School shall call for that purpose.

4. The Principal of the Training School shall prepare a plan for the use and distribution of library books, free textbooks, maps, pictures, pens, pencils, paper, and all other school material and supplies which shall be put in writing and placed in the hands of every supervisor so that uniformity in practice and instruction may assist in the enforcement of the regulations prescribed.

5. No student-teacher shall be required to do any monitor duty that takes away more than thirty minutes of the noon hour.

6. Conferences with the Training School teachers will be held in the Training School after 3:30 on Monday and Wednesday evenings and on no other evening may conferences for Training School work be called. Individuals may of course be detained whenever other engagements do not interfere, but in any event all students shall be dismissed in time to enable them to be out of the building before five o'clock.

7. In case classes are removed to the Museum or the Lecture Hall, arrangements must be made by the teacher, in advance, to insure the right to use the room and to provide such necessary equipment and assistance as may be involved in the work that is to be done.

8. On rainy days, teachers, in charge, shall provide suitable school-room games and schoolroom gymnastics for the recess periods. Noon playground teachers are assigned to class rooms on rainy days and have charge of the indoor games during the noon hour. This is a part of the regular physical education and playground work and is under the direction of that department.

9. Primary pupils will keep their lunches on the shelves provided for this purpose in the rooms in which they sit. Grammar grade pupils will keep their lunches on the shelves provided for them in the grammar hall.

10. All children may use the cafeteria as a lunch-room in which to eat lunches brought from home.

11. The Principal of the Training School shall prepare a statement of regulations concerning monitor service by teachers before school, and all other monitor service incident to class room duty, regulations concerning cloak rooms, library books, movements of students in the halls, and all other matters of administration that in any way affect the individual teachers. This statement of regulations shall be placed in the hands of each supervisor so that all may co-operate in their enforcement.

12. Whenever it seems necessary, indirectly or directly to disturb a plan that has been proposed or put in operation by a supervisor, or to modify directions that have been given by supervisors to teachers, the Training School Principal shall first take up the matter with the supervisor concerned, except in the matter of special emergencies and in these cases the matter should, subsequently, be taken up with the supervisor as soon as possible.

VI.

PROMOTION

1. Children shall be promoted by subjects beyond the Fourth Grade.
2. From the First to Fourth Grades inclusive children shall be promoted on the basis of Arithmetic and Reading.
3. Promotion shall take place regularly twice a year.
4. Individuals should be promoted whenever possible.
5. Preceding the regular promotion periods conferences of all supervisors and the Principal of the Training School shall be held and the promotion of children considered, and recommendations of supervisors as to promotion shall be made in writing and handed to the Training School Principal at her request.
6. There shall be approximately twenty children in every room.
7. Teachers shall be held to repeat their work upon the decision of a conference called by the Principal of the Training School in which all the supervisors and the Training School Principal participate.
8. If notably deficient in actual teaching work, student-teachers should be held where possible for an entire block of work,—methods and teaching as well.
9. When held for a single subject or for a portion of a block, the repeated work should be so assigned as to break up the continuity of teaching as little as possible.
10. No regular two year student shall teach two complete blocks at the same time without faculty action and approval.
11. Class teachers should not sanction programs that look forward toward a breaking of any of the four teaching blocks.

VII.

MAPS, PICTURES, MATERIALS AND SUPPLIES

1. Geography maps are obtained from Map Room, (upper floor.) They should be carefully rolled up and returned to the proper rack as soon as the recitation is completed.
2. History relief maps and bulletins are obtained from the History library, (basement floor). They may be kept in the room as long as the topic being studied requires. They should always be hung up in the class room and not allowed to stand on the floor. Do not drive tacks, nails, or screws into the wall. All necessary hooks for hanging maps, etc., will be put up by the Janitor.
3. Pictures, bulletins, magazines, etc., for History and Geography work will be found in their respective libraries. All materials taken from

these rooms for use in classes should be charged, on the file kept for that purpose, in the library or by direct application to the monitor in charge. Return all materials as soon as the work on the subject is completed. Leave the materials on the table for the monitor to check off.

4. Pens, pencils, crayons, and ink, are supplied to pupils and rooms by the principals of the Grammar and Primary departments. In case a student-teacher finds that crayons, ink, or erasers are needed in a particular room the principal of that department should be notified.

5. Art materials, arithmetic paper, writing tablets, map tracing paper, and paper for composition work are to be obtained from the supervisors of those subjects concerned.

6. Paper for tests, spelling blanks, geography paper, history paper, science paper, composition books, and note book fillers may be obtained at the Training School office during office hours. A notice stating office hours will be posted in the hallway of the Training School.

VIII.

MONITOR SERVICE.

1. Attendance is taken twice a day by the student-teachers of the 9 o'clock and 1 o'clock periods. A regular place for the absent list should be on the blackboard in each classroom where the names of those absent may be written. This should be easily visible from the door. If a pupil, who is thought to be absent, comes in after the attendance has been taken a "T", indicating tardy, is put after his name. All tardy pupils must bring excuses from the Principal of the Training School before they are admitted to the classes.

2. All student-teachers of the first block, (9 o'clock) will keep the daily register for the class to which they are assigned. This work is under the supervision of the principals of the two departments and instructions for keeping the same are given by them.

3. Monitors shall be in charge of classrooms, cloakrooms, halls, etc., from 8:45 to 9:00 and from 12:45 to 1:00. This is a part of the regular work of the first and third blocks.

- (a) It is the duty of classroom monitors to see that all pupils are kept busy with work after they enter the room. First Grade classes are to be provided with "busy work" which is under the supervision of the Primary Principal. They will also get things in readiness for classwork by arranging all work and providing chalk, paper, and other necessary materials.

These monitors will see that the curtains are properly arranged and the windows placed to give proper ventilation. On cold mornings, windows should not be opened at all until the room begins to fill up and ventilation is needed.

- (b) It is the duty of cloakroom monitors to see that pupils are orderly, that they do not go into class dirty and with hair in disorder, that hats and garments are hung up, that water is not left running, and that papers are kept off the floor.
- (c) It is the duty of all nature study teachers to take care of the school room plants and flowers in rooms. If necessary, secure instructions from the supervisor in charge.

- (d) It is the duty of teachers of the 7th period, and a part of their regular work to see that classes are dismissed promptly, that pupils do not linger in the room, that pupils detained after school pass directly to the assembly rooms, that boards and erasers are cleaned, that all desks are left in order, maps returned or hung up, shelves in order, and the room left in readiness for the next morning.
- (e) Playground monitors will have charge of the playground work from 12:15 to 12:45. This is a part of the regular Physical Education for which credit is given.
- (f) Special monitor service which is rated as elective work and for which additional credit is given, may consist of any of the following: having charge of the Training School Library (room 5) from 1:00 to 1:45, doing office work from 9:00 to 9:45, having charge of the History Library from 9:45 to 10:15, having charge of the Geography Library and the afternoon absence reports from 1:30 to 2:15, or in charge of the class in "busy work and play" from 2:30 to 3:30.

IX.

LIBRARY RULES FOR THE WITHDRAWAL OF BOOKS FOR TRAINING SCHOOL CLASSES.

1. Rules for drawing books from the Normal Library.

- (a) A student-teacher shall sign the black print card in each textbook and leave the cards on file at the Normal Library. The corresponding red print cards shall be signed by the pupils and filed by the student-teachers in the Training School Library.
- (b) Student-teachers should keep their own book-list, showing number of books, and pupils to whom charged.
- (c) Upon the receipt of a book, the pupil should write his name on the manila slip pasted on the back fly-leaf. No other marks shall be made or permitted.

2. Transferring textbooks drawn from Normal Library.

- (a) When textbooks are transferred from one student-teacher to another, the student-teacher succeeding shall re-sign for the books at the Normal Library.
- (b) Each student-teacher, before re-signing for textbooks, shall check up the books delivered to him by the preceding student-teacher, and shall bring a list of the numbers of the books he actually receives to the Normal Library, where he shall sign for the books.

3. Responsibility.

- (a) Each student-teacher shall be held responsible for all books taken from Normal Library, both for the return of the same and for the condition of the book when returned.
- (b) Training School pupils shall be held responsible, by the student-teacher, for the return of books signed for and also

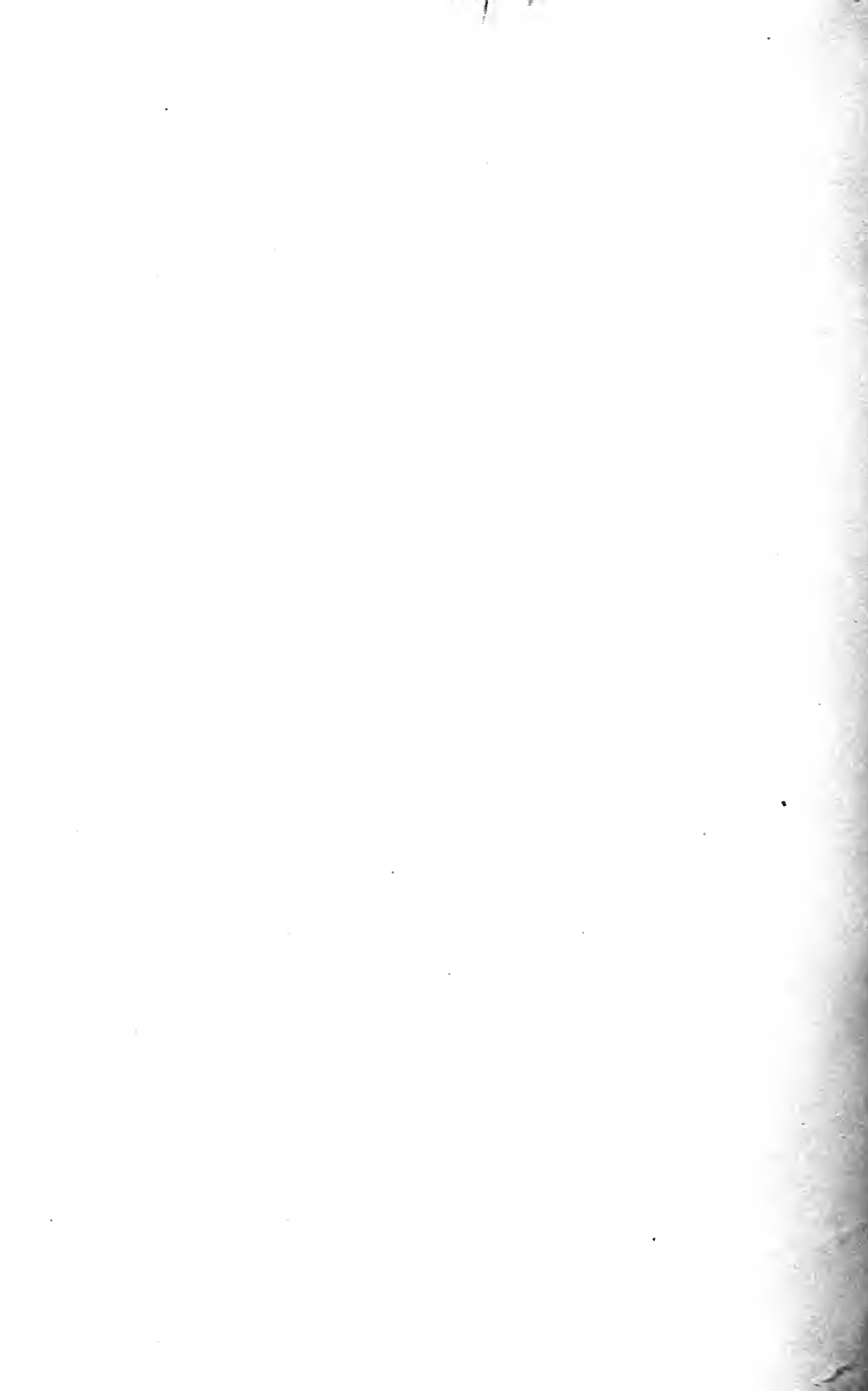
- (c) Lost books shall be paid for by the pupils if the teacher knows, from his book list, to whom the book is charged. Such books shall, however, be paid for by the student-teacher if he is unable to state positively, to what pupil the book was assigned.
- (d) Pupils should be given directions as to care of books. Damaged books must be paid for.

1. Returning Books.

- (a) Student-teachers will collect books, from the class, checking them off from their book list. The books, when collected, should be returned promptly to the Normal Library. Before returning the books the student-teachers should see that pupils erase all names therefrom.

5. Rules for withdrawing books from the Training School Library—Room 5.

- (a) No books or magazines are to be taken from Room 5 without the permission of the Librarian or the Principal of the Training School.
- (b) A fine of five cents per book for every day over time will be collected from all student-teachers who fail to return books when called for.
- (c) State textbooks will be drawn from the Training School Library (Room 5). Each student-teacher drawing out books will leave, with the Training School Librarian, or with the Principal of the Training School, a card containing the title, library number of each book, grade in which they are to be used, and the name of the person drawing the books.
- (d) All rules stated above for the use of Normal Library books, except those covering cases especially noted in this section, shall apply to the handling and use of state textbooks.



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CHICO STATE NORMAL SCHOOL

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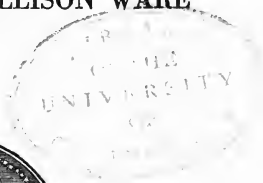
Survey of Graduates

OF THE

California State Normal School
at Chico

BY

C. K. STUDLEY and ALLISON WARE



CALIFORNIA
STATE PRINTING OFFICE
1916

MEASURING THE PRODUCT OF A NORMAL SCHOOL.

At the close of the school year ending June 30, 1915, the California State Normal School at Chico had been at work for twenty-six years. The study that follows is a summary of its results as measured by the teaching service of its graduates.

There is no thought here that all or most of the worth of a person or an institution can be accurately measured. There is still and always will be a place for faith and a belief in unseen, intangible values. On the other hand it is equally true that guesswork sets up poor standards for judging processes and results. Whether it be a normal school, a legislature, a remedy for seasickness, or a formula for whitewash, guesswork throws, at best, but flickering light upon its worth to mankind. Every time, in schools and elsewhere, that we find a way to measure the results of what we are doing we are getting at the truth that will help us to make us free from mistakes, bad guesses, and wasteful investments.

The scope of this study is limited to a statistical survey of the teaching service of the graduates of one normal school. Many substantial values are, therefore, not within its purview. For example it has not sought to measure the service of the school in terms of better parenthood, or general citizenship. It has not attempted to trace the influence of the school upon the community in which it is situated or upon those who did not complete its course, or upon the thousands of children who have been enrolled in its training school. These and many other lines of influence are real, far reaching and well worth measuring, and the fact that they are left out does not diminish their importance. They have been left out for two reasons: first, because there is no way at hand by which most of them can be accurately measured; second, because the purpose for which this school exists is to train teachers. Therefore, its success as a training school must be measured by the teaching service of its graduates. All other results, varied and valuable as they may be, are the inevitable by-products and necessary corollaries of its principal process.

The measurement of educational values in an accurate way is difficult and sometimes impossible. Surveys can not tell all the truth, and systems of efficiency engineering are sometimes themselves grossly inefficient. Especially in any field of social endeavor it is hard to untangle lines of causation and properly gauge or account for remote results.

But the fact remains that accurately or inaccurately men must still measure the worth, to themselves, of the products of their labor. So, too, they must appraise the social value of the output of their community undertakings, their tax laws, courts of justice, armies and navies, penitentiaries, and their schools. The fact that there are difficulties in each

case in no way diminishes but rather increases the necessity for wise judgment.

In education there have been notable efforts recently to substitute careful measurement of facts for guesswork. Many extensive surveys have been made with good results. Little by little we may hope to see the principles of inductive science make clear the ways of our social undertakings just as they have supplanted guesswork in the laboratory and cut-and-try methods in the shop.

This statistical study is an attempt to offer definite answers to certain pertinent questions that may fairly be asked of any school for teachers. Among these questions are the following:

1. What proportion of your graduates are men?
2. What proportion of your graduates never teach?
3. How long do your graduates teach?
4. Does normal training give teachers better salaries?
5. Does normal training add to their length of service?
6. Does normal training increase their tenure of position?
7. What per cent of the women marry and drop out of the work?
8. What proportion of the men go into business and professional life and drop out?
9. What is the relation of the cost of normal training to the measured service of normal graduates?
10. Should normal schools train for rural or for city school service?
11. What opportunities for promotion are open to trained elementary teachers?

Such questions are of especial interest to those who are thinking of taking up teaching. They are of still greater interest to those who have direction of normal schools. Above all they should concern the body of citizens outside of school who pay the bills and expect results.

The easy way of answering the foregoing questions through guesswork is not very reliable. In California it has been common among those close to normal schools to estimate the average length of service of trained teachers as about two and a half years. The general impression seems to have been that men remain a shorter time in the service than women and are an unimportant item in the total results of normal schools. The tables that follow show such offhand opinion to be poor evidence in answering questions of this sort.

The facts herein set forth pertain only to the graduates of the Chico State Normal School. However, there is no reason to assume that they are not fairly typical of other institutions of the same purpose and like conditions of organization, serving a community of similar environment. In order to provide a proper perspective, the principal facts as to the purpose, plan and operating conditions of the school under examination should be noted.

DEVELOPMENT OF THE CHICO STATE NORMAL SCHOOL.

The State Normal School at Chico opened its doors to students in September, 1889. At that time it was the only public school giving work beyond the grades in a wide and sparsely settled portion of northern California. It first offered a course of study requiring three years' work beyond the grammar school for completion. This course was maintained until 1897. At that time high schools were being established and entrance requirements were changed so that it took four years for those who entered from the grammar school and two years for graduates from high schools. From that time to the present, high school graduates have been admitted to a two-year professional course.

In 1906 the normal preparatory course was increased from two to three years, making the total course five years for those who entered from the grammar school.

In 1910 the length of the normal preparatory course was extended to four years. This made a total course of six years for elementary grade graduates whether they took their preparatory work in a standard high school or in the normal preparatory department.

Meanwhile northern California had advanced substantially in population, towns and cities had increased in number and size and many standard high schools were at work. The next step, therefore, was for the normal school to abandon its preparatory course. This was done in 1912. Since that time only the regular two-year professional course has been maintained.

Since its establishment in 1889 the Chico State Normal School has recognized but one definite purpose, namely, the professional preparation of teachers. This aim, defined in a two-year course since 1897, has dominated the growth of every aspect of the school. There has never been any short course leading to inferior credentials. At no time has there been any confusing of professional goals with the general purpose of the college. From the beginning all students in its professional course have been required to sign a declaration of intention to teach, and all its graduates have been legally qualified to hold any position in the elementary schools of the State.

Due to its pioneer position, until about the year 1900, this school served in some degree a double capacity. Because of the absence of other schools beyond the grammar grades, a considerable number of young men and women took its courses more for their general cultural value than because of a desire to teach. The tendency has been a diminishing factor in the enrollment of the school and during the last five years it has entirely disappeared. Its influence, however, must be recognized in considering the teaching records and averages of its graduates.

4. Do you desire a different school?----- If so, state salary, etc.-----
5. Do you know of any vacancies?----- If so, state location, salary, name and address of clerk, etc.-----
6. Are you married?----- When?----- How many children?-----
7. Have you taught since marriage?----- If so, how many months?-----
8. Present name, if different from 1.-----
Surname Given name
9. Present occupation: (Under this head say "Teaching," if you are still teaching, even if you are temporarily out of a position. If you have permanently given up teaching state your present occupation, *e. g.* "Living at home," "University Student," "Housewife," "Stenographer," "Salesman," etc.)-----
10. If you have given up teaching, state why-----
11. Present address -----
Postoffice County State
12. Permanent address, if different from 11.-----
Postoffice County State

N. B.—In case the graduate to whom this is addressed is deceased or can not be located will the one to whom this has come please have the blanks filled out by some friend or relative? We want the record of all our students.

Use other side for additional answers or remarks.

It is a hard task to get a satisfactory percentage of reports from such an inquiry. Some of the difficulties may be enumerated:

1. There were 1,265 graduates to find.
2. Their graduation covered a period of twenty-four years.
3. Their employment as teachers has involved a frequent change of address.
4. Most of them were women and their maiden names as found on the records of the school have been changed by marriage.
5. Their work has been mostly in California, a state of distances, migrations, and rapid change.
6. Some have gone to other states, to island territories, and even to other countries.
7. A considerable number are dead.
8. Some whose addresses were found did not respond.

Starting with less than five hundred addresses, many of which were incorrect, the first batch of questionnaires was sent out in May, 1915. Second and even third appeals were made in many cases. Return stamped envelopes and printed letters urging co-operation were enclosed. By means of sending out printed lists of those whose addresses were not known, and by every available appeal to faculty members, students, teachers' institutes, and superintendents, the list of addresses was built up until it had located 1,179 out of the total of 1,265. No reasonable effort was spared to secure replies. When faulty answers were returned, letters of explanation were sent, with a fresh question sheet, seeking a correct report. Whenever it was possible reports were secured from relatives to cover the record of deceased graduates.

In February, 1916, after nine months of effort, a total of 743 reports were at hand and the tabulation began. Since then 34 additional sets of answers have been received, and their data has been worked into some of the tables.

TABLE I.
STATISTICAL BASIS.

Year of graduation	Number of graduates			Number reporting			Per cent reporting
	Men	Women	Total	Men	Women	Total	
1891 -----	3	14	17	1	9	10	60
1892 -----	6	18	24	2	7	9	38
1893 -----	5	27	32	4	10	14	44
1894 -----	3	27	30	1	11	12	40
1895 -----	3	49	52	3	15	18	35
1896 -----	9	35	44	4	20	24	54
1897 -----	3	30	33	3	13	16	48
1898 -----	3	17	20	2	7	9	45
1899 -----	6	39	45	4	12	16	35
1900 -----	16	52	68	9	24	33	49
1901 -----	12	37	49	10	15	25	50
1902 -----	6	35	41	6	19	25	61
1903 -----	9	52	61	5	27	32	52
1904 -----	5	35	40	4	19	23	58
1905 -----	9	53	62	4	29	33	53
1906 -----	7	46	53	6	26	32	60
1907 -----	5	50	55	3	39	42	76
1908 -----	8	77	85	6	41	47	55
1909 -----	17	63	80	11	43	54	68
1910 -----	11	76	87	10	52	62	71
Subtotals -----	146	832	978	98	438	536	55
1911 -----	8	41	49	7	32	39	80
1912 -----	5	53	58	4	45	49	84
1913 -----	17	77	94	14	66	80	85
1914 -----	11	75	86	8	65	73	85
Totals -----	187	1,078	1,265	131	646	777	62

Analysis of Table I.

The per cent of graduates reporting is the statistical basis of this study. It is apparent that a broad and safe basis requires a very high percentage of reports. The tables from 62 per cent of reports are not entirely satisfactory. However, it is as strong a foundation as it was possible to build with any reasonable expenditure of time and money. From the fact that reports were received at first from less than 25 per cent of all the graduates, and that all of the remainder were patiently dug out, in many cases only by most round about efforts, it is probable that there is no very marked bias of unconscious selections in the process of securing the 62 per cent represented.

The general drift of the experience of the graduates is fairly shown by the reports of the 62 per cent. One evidence of this is that a late analysis of 34 additional reports showed little variation from original figures.

Due to the small number of units represented, the percentages, averages, and totals for certain separate classes and still more often for the men within single classes will sometimes show sharp variations. In spite of these, the drift of each table is clear. In no case are such variations able to confuse or disturb the final results. The mass of data is large enough to assure stability in the total, even when minor subtotals have shown wide variations.

In case of tenure, total service, salary averages, and other ways, the showing of older classes will differ from more recent ones, therefore, a separate balance and set of totals has been derived for the first twenty classes. This subtotal line includes all work done prior to June 31, 1915, by all graduates from the Class of 1891, to the Class of 1910, inclusive. It allows the last class it includes, namely, that of 1910, five full years of service in which to find its place. The results shown by the line of subtotals will, in most cases, be a more just and valuable index of the service of the school than the unseasoned figures for the last four years.

TABLE II.
TOTAL SERVICE OF GRADUATES IN MONTHS.

Class	Men		Women		Both men and women	
	Total months	Average	Total months	Average	Total	Average
1891.....	193	193	665	74	858	86
1892.....	326	163	626	89	952	106
1893.....	315	79	612	61	927	66
1894.....	50	50	898	82	948	79
1895.....	204	68	1,563	104	1,767	98
1896.....	64	16	1,833	92	1,897	79
1897.....	381	127	688	53	1,069	67
1898.....	282	141	340	49	622	69
1899.....	119	30	518	43	637	40
1900.....	549	61	1,583	66	2,132	65
1901.....	613	61	1,070	71	1,683	67
1902.....	233	39	1,019	53	1,252	50
1903.....	172	34	1,808	67	1,980	62
1904.....	269	67	988	52	1,257	55
1905.....	139	35	1,954	67	2,093	63
1906.....	233	39	1,225	47	1,458	46
1907.....	175	58	1,822	47	1,997	47
1908.....	285	47	1,977	48	2,262	48
1909.....	548	50	1,615	38	2,163	40
1910.....	290	29	1,693	33	1,983	32
Subtotals.....	5,440	56	24,497	56	29,937	56
1911.....	221	31	853	27	1,074	28
1912.....	89	22	912	20	1,001	20
1913.....	246	18	961	14	1,207	15
1914.....	62	8	467	7	529	7
Totals.....	6,058	46	27,690	43	33,748	43

Analysis of Table II.

The above table of averages is based upon the total number of graduates reporting, whether they ever taught or not. If the figures were based only upon those who have taught, the averages would, of course, be higher. The following table compares the average service of all graduates reporting with the average service of those who actually began to teach.

TABLE IIA.
AVERAGE SERVICE IN TERMS OF MONTHS.

Classes	All graduates reporting			Graduates who have taught		
	Average, men	Average, women	Average, both	Average, men	Average, women	Average, both
*1891-1910.....	56	56	56	66	58	60
*1891-1914.....	46	43	43	54	46	47

*See last paragraph of "Analysis of Table I," page 8.

Teachers' service is usually spoken of in terms of years. As a matter of fact, however, there is no established year of school work. Accuracy, therefore, demands that computations should be in terms of months. If we wish to interpret the averages shown in Tables II and III in years, we may use a year of nine months as the estimated standard.

Much of the teaching reported was done in years of seven and eight months. Some was done in city systems with years of ten months. And in a few cases, by changing from summer to winter schools at just the right time, eleven, twelve, and even thirteen months were completed in a single year.

Nine months is still the average school year in northern California, and this may be taken as a fair figure in computing the service in terms of years. The following table gives us the average service in years, based upon an estimated standard year of nine months:

TABLE IIB.
AVERAGE SERVICE IN YEARS OF NINE MONTHS EACH.

Classes	All graduates reporting			Graduates who have taught		
	Average, men	Average, women	Average, both	Average, men	Average, women	Average, both
*1891-1910	6.22	6.22	6.22	7.33	6.44	6.66
*1891-1914	5.11	4.77	4.88	6	5.11	5.22

*See last paragraph of "Analysis of Table I," page 8.

The following facts are apparent from Table II, and its supplementary tables:

1. The service of the first twenty classes, figured as of June 31, 1915, five years from the graduation of the last class, gives a much fairer showing than the totals figured in all classes, some of which had not time in which to set service records.

2. Other tables show that 43 per cent of all graduates from 1891 to 1910 reporting are still teaching. Obviously, then, the subtotal itself is but a progress report. The average service of a group can not be computed until the last graduate in that group gives up the work. Until that time, the service totals and averages will continue to grow.

3. *The average service of graduates in both groups is far beyond that usually estimated by guesswork.* Normal school officers often say that their graduates "teach between two and three years." Two years is a common guess. As a matter of fact, if these figures are representative of the schools, the average service is at least six years for all who have been out at work five years and more, and is almost five years for all, including those who graduated up to one year of the date of the reports. In brief, the duration of service of the graduates of the school under survey is three times as great as is commonly estimated by guesswork, and is still growing.

4. The average service of men and women graduates is very nearly the same for all reporting. But of those who actually began to teach, the men have given a longer service.

5. The aggregate service of the first 24 classes, up to July, 1915, is 33,748 months, or 3,749.77 years.

TABLE III.
SERVICE AND NONSERVICE.
From founding of school to June 30, 1915.

Class	Never taught				Taught			
	Men	Women	Total	Per cent of non-service	Men	Women	Total	Per cent of service
1891	0	0	0	0	1	9	10	100
1892	0	0	0	0	2	7	9	100
1893	0	2	2	14	4	8	12	86
1894	0	0	0	0	1	11	12	100
1895	0	0	0	0	3	15	18	100
1896	1	1	2	8	3	19	22	92
1897	0	1	1	6	3	12	15	94
1898	0	0	0	0	2	7	9	100
1899	2	2	4	25	2	10	12	75
1900	3	1	4	12	6	23	29	88
1901	1	0	1	4	9	15	24	96
1902	2	2	4	16	4	17	21	84
1903	1	0	1	3	4	27	31	97
1904	1	0	1	4	3	19	22	96
1905	2	0	2	6	2	29	31	94
1906	3	3	6	19	3	23	26	81
1907	0	1	1	2	3	38	41	98
1908	0	2	2	4	6	39	45	96
1909	0	2	2	4	11	41	52	96
1910	0	2	2	4	10	50	60	96
Subtotals	16	19	35	7	82	419	501	93
1911	0	1	1	3	7	31	38	97
1912	1	4	5	10	3	41	44	90
1913	1	5	6	8	13	61	74	93
1914	1	9	10	14	7	56	63	86
Totals	19	38	57	7	112	608	720	93

Analysis of Table III.

The purpose of Table III is to show just what per cent of the graduates of the California State Normal School at Chico have actually taught.

Conditions vary in different normal schools. Some are really general culture colleges with some pedagogy and psychology on the side. Others aim to offer various courses of the junior college type. Still others encourage extensive electives. Such institutions have a varied aim. Their graduates may or may not take up teaching, and we might expect to find a large percentage who never teach.

In the school under survey, different conditions prevail. From its founding, the school has had a fairly clear and growing professional purpose. Its graduates have been trained with the idea of making them efficient teachers. It is highly important that such a school should put the largest possible percentage of its graduates at work upon the task for which they have been specially prepared. Therefore, the very small ratio of nonservice, 7 per cent, is just what should be expected.

Two causes figure in the nonservice reports. Among the men in the earlier classes were some who took the normal course for its general culture rather than its professional values. Twenty-five years ago there were scarcely any high schools in this part of the State. Among the women, on the other hand, we find here the first signs of what shall be more apparent in other tables—the effect of marriage in shortening teaching service. Our reports show that most of the women who never taught married shortly after graduation. Indeed, some married before.

Opportunity for university work, other forms of gainful employment, matrimony, physical disqualification, inability to secure positions, and death, all contributed to the list of graduates who never taught. After considering all of these, the fact that only seven out of one hundred graduates have failed to go into regular school service may be considered a worthy degree of efficiency.

It should be noted that this is a percentage that has not yet entirely reached its level and that tends to grow less. Sometimes, several years after graduation, teachers have taken up service. The percentage who never taught, in the Class of 1914 is, as a matter of fact, composed principally of teachers who did not happen to secure schools.

Analysis of the figures, with the modifying data in view, gives reason to believe that the ratio of nonservice since 1910 will, after an interval of five years, prove to be not more than 5 per cent. However that may be, the 7 per cent of nonservice shown by the table is much less than the ratio that has generally been assumed to exist.

TABLE IV.
THOSE WHO HAVE QUIT TEACHING AND THEIR REASONS.
Men.

Class	Reasons for quitting							Total	Per cent that have quit
	Farm	Profes- sional	Com- mercial	Study	Cler- ical	Died	Miscel- laneous		
1891								0	0
1892					1			1	50
1893		3						3	75
1894		1						1	100
1895		1			1			2	67
1896		1					2	3	75
1897						1		1	33
1898							1	1	50
1899						1		1	25
1900	1	1						2	22
1901	1		3		2			6	60
1902	1	1			1			3	50
1903		1	1		1			3	60
1904					1			1	25
1905			1					1	25
1906								0	0
1907		1						1	33
1908		1						1	17
1909								0	0
1910			1	1				2	20
Subtotals	3	11	6	1	7	2	3	33	33
1911				1				1	14
1912								0	0
1913								0	0
1914								0	0
Totals	3	11	6	2	7	2	3	34	26

Analysis of Table IV.

The percentages have been figured upon the total number reporting. The fact that only 33 per cent of the men have quit teaching during an experience of twenty-five years, appears to be a strong showing. It will be noted that this figure stands five years after the graduation of the last student considered in it.

It has been urged that those not reporting would, if heard from, materially increase the number who have dropped out. This is probably true to some degree for the earlier classes. As for the later classes, where very full reports were received, just the reverse is true. Thirty-three men of classes 1911-1914 reported and only one of the number has quit the service.

It is interesting to note that one-third of all the men who quit teaching went into other professional work. While it is clear that there is no such transient tenure among men teachers, as is often assumed, the fact remains that 11 per cent of the men still use teaching as a stepping stone to law, medicine and dentistry.

Seven out of the total of 131 quit to take up clerical work, six for commercial, and only three answered the call of the farm.

TABLE V.
THOSE WHO HAVE QUIT TEACHING AND THEIR REASONS.
Women.

Class	Reasons for quitting						Per cent that have quit
	Marriage	Stenographer	Study	Died	Miscellaneous	Total	
1891	1	1			5	7	78
1892	4			1	1	6	86
1893	2			1	1	4	40
1894	7		1		1	9	82
1895	7					7	47
1896	10			2		12	60
1897	9				2	11	85
1898	4				1	5	71
1899	7				1	8	67
1900	17					17	71
1901	11					11	73
1902	12				1	13	68
1903	13					13	48
1904	9				1	10	53
1905	11					11	38
1906	14		1		3	18	69
1907	21			1	1	23	59
1908	11		1		1	13	32
1909	19				1	20	47
1910	16	1			3	20	38
Subtotals	205	2	3	5	23	238	54
1911	7				1	8	25
1912	3				1	4	9
1913	10				1	11	17
1914	6				2	8	12
Totals	231	2	3	5	28	269	42

Analysis of Table V.

Marriage is the chief force causing women teachers to quit the service. All other influences combined, including advanced study, stenography, death, and sudden wealth, pale into insignificance, when compared with the matrimonial impulse. In twenty-five years, just 38 teachers out of 646 women reporting, quit because of all other reasons combined, and 231 quit because of marriage.

Two deductions in line with general belief may be drawn from these figures. First, besides home making, there is no vocation for women that offers serious competition with teaching. Second, school teaching itself, as a vocation for women, yields to home making.

It may be urged that this loss of women teachers through matrimony justifies the common cry that women teach only long enough to acquire a trousseau. As a matter of fact, in twenty-five years, only 42 per cent had quit for all purposes, including matrimony. Those who did quit became home builders and mothers of more than average worth. They gave place to fresh teachers, flexible, and ready for new things and new ways. This is a combination of results far from evil from the standpoint of the schools and of society in general.

After all, the only just criticism that can be aimed at trained teachers leaving the work, is that they leave before they have given service enough to justify their training. Neither this nor any other table shows any grounds in fact for such a criticism. The fact is that the trained women teachers under survey do not quit the schoolroom without an average service of nearly five years (see Table IIB) and when they do quit, it is almost wholly to take up the one vocation superior to that of teaching.

Matrimony does not appear to be a factor inducing men to quit teaching. Instead, it may perhaps be assumed that they go to work all the harder.

TABLE VI.

PROPORTION OF GRADUATES WHO NEVER TAUGHT, HAVE QUIT TEACHING,
OR ARE STILL TEACHING.

Men.

Class	Total never taught	Per cent never taught	Total quit	Per cent quit	Total never taught or quit	Per cent never taught or quit	Total still teaching	Per cent still teaching
1891 -----	0	0	0	0	0	0	1	100
1892 -----	0	0	1	50	1	50	1	50
1893 -----	0	0	3	75	3	75	1	25
1894 -----	0	0	1	100	1	100	0	0
1895 -----	0	0	2	67	2	67	1	33
1896 -----	1	25	3	75	4	100	0	0
1897 -----	0	0	1	33	1	33	2	67
1898 -----	0	0	1	50	1	50	1	50
1899 -----	2	50	1	25	3	75	1	25
1900 -----	3	33	2	22	5	55	4	41
1901 -----	1	10	6	60	7	70	3	30
1902 -----	2	33	3	50	5	83	1	16
1903 -----	1	20	3	60	4	80	1	20
1904 -----	1	25	1	25	2	50	2	50
1905 -----	2	50	1	25	3	75	1	25
1906 -----	3	50	0	0	3	50	3	50
1907 -----	0	0	1	33	1	33	2	67
1908 -----	0	0	1	17	1	16	5	83
1909 -----	0	0	0	0	0	0	11	100
1910 -----	0	0	2	20	2	20	8	80
Subtotals -----	16	16	33	33	49	50	49	50
1911 -----	0	0	1	14	1	14	6	85
1912 -----	1	25	0	0	1	25	3	75
1913 -----	1	7	0	0	1	7	13	94
1914 -----	1	13	0	0	1	12	7	87
Totals -----	19	15	34	26	53	40	78	60

TABLE VII.

PROPORTION OF GRADUATES WHO NEVER TAUGHT, HAVE QUIT TEACHING,
OR ARE STILL TEACHING.

Women.

Class	Total never taught	Per cent never taught	Total quit	Per cent quit	Total never taught or quit	Per cent never taught or quit	Total still teaching	Per cent still teaching
1891 -----	0	0	7	78	7	78	2	22
1892 -----	0	0	6	86	6	85	1	15
1893 -----	2	20	4	40	6	60	4	40
1894 -----	0	0	9	82	9	82	2	18
1895 -----	0	0	7	47	7	47	8	53
1896 -----	1	5	12	60	13	65	7	35
1897 -----	1	7	11	85	12	92	1	8
1898 -----	0	0	5	71	5	72	2	28
1899 -----	2	16	8	67	10	83	2	17
1900 -----	1	4	17	71	18	75	6	25
1901 -----	0	0	11	73	11	73	4	27
1902 -----	2	10	13	68	15	79	4	21
1903 -----	0	0	13	48	13	48	14	52
1904 -----	0	0	10	53	10	53	9	47
1905 -----	0	0	11	38	11	38	18	62
1906 -----	3	12	18	69	21	81	5	19
1907 -----	1	3	23	59	24	62	15	38
1908 -----	2	5	13	32	15	37	26	63
1909 -----	2	5	20	47	22	51	21	49
1910 -----	2	4	20	38	22	42	30	58
Subtotals -----	19	4	238	54	257	59	181	41
1911 -----	1	3	8	25	9	28	23	72
1912 -----	4	9	4	9	8	18	37	82
1913 -----	5	7	11	17	16	24	50	76
1914 -----	9	14	8	12	17	26	48	74
Totals -----	38	6	269	42	307	48	339	52

TABLE VIII.

PROPORTION OF GRADUATES WHO NEVER TAUGHT, HAVE QUIT TEACHING,
OR ARE STILL TEACHING.

Men and Women.

Class	Total never taught	Per cent never taught	Total quit	Per cent quit	Total never taught or quit	Per cent never taught or quit	Total still teaching	Per cent still teaching
1891 -----	0	0	7	70	7	70	3	30
1892 -----	0	0	7	78	7	78	2	22
1893 -----	2	14	7	50	9	64	5	36
1894 -----	0	0	10	83	10	83	2	17
1895 -----	0	0	9	50	9	50	9	50
1896 -----	2	8	15	63	17	71	7	29
1897 -----	1	6	12	75	13	81	3	19
1898 -----	0	0	6	67	6	67	3	33
1899 -----	4	25	9	56	13	81	3	19
1900 -----	4	12	19	58	23	70	10	30
1901 -----	1	4	17	68	18	72	7	28
1902 -----	4	16	16	64	20	80	5	20
1903 -----	1	3	16	50	17	53	15	47
1904 -----	1	4	11	48	12	52	11	48
1905 -----	2	6	12	36	14	42	19	58
1906 -----	6	19	18	56	24	75	8	25
1907 -----	1	2	24	58	25	60	17	40
1908 -----	2	4	14	30	16	34	31	66
1909 -----	2	4	20	37	22	41	32	59
1910 -----	2	4	22	35	24	39	38	61
Subtotals -----	35	7	271	51	306	57	230	43
1911 -----	1	3	9	23	10	26	29	74
1912 -----	5	10	4	8	9	18	40	82
1913 -----	6	8	11	14	17	21	63	79
1914 -----	10	14	8	11	18	25	55	75
Totals -----	57	7	303	39	360	46	417	54

Analysis of Tables VI, VII, and VIII.

The following findings of Tables VI, VII and VIII are worth special emphasis:

1. Four times as many men, compared with the women, graduated and never taught. This is apparently due to two forces: first, the fact that for many years, in the absence of other institutions, the school under survey was used as a general culture school by many who did not expect to teach at all; second, because opportunity for gainful employment of men at salaries equal to the average beginners, is more common than for women.

2. More women than men quit after beginning to teach. This is doubtless due to the matrimonial urge toward home making, shown in Table V.

3. In the case of both men and women, an unexpectedly high percentage of graduates is found to be still teaching. Especially do the figures show that teaching is becoming a profession for men.

For convenience, the gist of the three tables is summarized below:

Graduates	Per cent never taught	Per cent quit	Per cent never taught or have quit	Per cent still teaching
Graduates of first 20 classes—				
Men -----	16	33	50	50
Women -----	4	54	59	41
Both -----	7	51	57	43
Graduates of all classes to 1915—				
Men -----	15	26	40	60
Women -----	6	42	48	52
Both -----	7	39	46	54

TABLE IX.
TENURE OF POSITIONS.

Length of term in years	Number of terms as indicated			Percentage of service by terms		
	Men	Women	Both	Men	Women	Both
1	203	920	1,123	30.2	30.0	30.0
2	89	385	474	27.5	25.1	25.4
3	32	133	165	14.3	13.0	13.1
4	8	69	77	4.7	9.0	8.2
5	8	29	37	6.0	4.8	5.0
6	4	19	23	3.6	3.7	3.7
7	4	6	10	4.2	1.4	1.9
8	2	12	14	2.4	3.1	3.0
9	1	7	8	1.3	2.1	1.9
10		6	6		2.0	1.6
11		2	2		.7	.6
12	1	4	5	1.8	1.6	1.6
13		1	1		.4	.4
14	1	2	3	2.1	.9	1.1
15		3	3		1.5	1.2
16						
17						
18						
19						
20	1	1	2	3.0	.7	1.1
21						

Analysis of Table IX.

This table is compiled to show how long the Normal graduates under survey remain in the same positions.

In considering the facts of Table IX, the following conditions should be kept in mind:

1. Practically all of the work was done without supervision.

2. Most of the teachers reporting began to teach in distant rural schools and were impatient for promotion.

3. Nearly all of the positions reported were held on a one-year tenure basis in communities where annual change of teachers was the rule.

As a result of these and like conditions we find a typical nomadic drift from one position to another. Thus 30 per cent of all the teaching of both men and women was done in terms of but few years.

The following comparison shows how the tenure of positions varied:

Percentage of service on one-year tenure, Men	30.2
Percentage of service on one-year tenure, Women	30.
Percentage of service on two-year tenure, or longer, Men	69.8
Percentage of service on two-year tenure, or longer, Women	70.
Percentage of service on three-year tenure, or longer, Men	42.3
Percentage of service on three-year tenure, or longer, Women	44.9
Percentage of service on five-year tenure, or longer, Men	23.3
Percentage of service on five-year tenure, or longer, Women	22.9

A study made in 1906 by the Commonwealth Club of California indicated that the average tenure of the same position by rural school teachers in California was one and one-half years, and the tenure of town and city schools approximately two years. Compared with these figures, the Normal graduates under survey show an average service record in the same positions of slightly under three years. This is a high average under the circumstances. It indicates a special stability in the tenure of trained teachers that may be fairly accounted for by their professional preparation and the increasing confidence of employing boards and superintendents in their work.

TABLE X.
THE EARNINGS OF WOMEN AS TEACHERS.
(By years of service.)

Year of service	Monthly salary (dollars)																			Year of service
	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	
1	9	11	81	101	150	142	49	29	10		4	1	1							1
2	5	5	56	72	110	114	70	30	21	2	7	2	1	1						1
3	3	2	34	46	85	90	69	35	17	6	13	4	1	1						1
4	1	2	23	45	49	83	52	36	19	10	7	2	3	1	1	1				1
5		1	16	29	47	58	34	22	6	10	7	4	1	1	1	1				1
6	1	1	6	21	31	43	29	17	22	6	11	9	4	1	1	1				1
7			2	14	15	40	23	21	20	7	11	7	1		3	2	1			1
8		1		12	13	31	24	20	9	5	8	6	2		4	1	1			2
9		1		8	13	13	20	18	6	4	13	4	4	1	1	1	1			1
10	1			7	8	17	12	7	2	12	4	4	4	1	1	1	2			1
11	1			3	3	8	8	16	6	3	9	2	1		4	1	1			1
12			1	1	3	6	9	4	7	3	6	3	1	1	1					1
13			1			6	8	2	7	3	4	3	1		3					1
14						2	8	2	5	5	2	2			3					1
15					15	3	3	4	2	4	2	1			2					1
16						3	1	4		2	4	2			1					1
17						1	2			3	3		2		1	1				1
18							1	2	1	3	2	1		1	1	1				1
19								2	1	1	3	1			2					1
20											1		1		1					1
21															1					1
22															1					1
Totals	21	24	220	358	527	651	431	290	182	76	133	61	31	5	31	9	4	3	3	4

Analysis of Table X.

In tabulating salary statistics much difficulty has been experienced in reducing data to uniform standards. Some salaries are paid for eight months, most of them for nine months, many for ten, and some for twelve. In preparing Tables X, XI, and XII, all obscure or uncertain reports were thrown out. When the monthly salary was clear, it was incorporated without reference to the number of months during which it was paid.

In cases where the monthly salary is below \$80.00, the yearly earning will be about nine times the monthly payment. In the cases of monthly salaries of \$80.00 or more, the probability is that the service has been rendered in city schools, and the monthly earning should be multiplied by ten to find the approximate yearly salary.

The following points are clearly shown by this table:

1. The largest number of women beginners receive a salary of \$70.00 per month. The average for beginners has been \$71.00.
2. Salaries increase slowly but steadily with increased service. The monthly rate of salary increase for women is approximately \$2.00 for each additional year of work.
3. The salary most frequently paid for a month's service is \$75.00.
4. The higher salaries, from \$125.00 to \$175.00 have been secured generally by the tenth year of service.
5. It is only fair to California to say that almost all of the salaries shown in the first two columns were earned in other states.

TABLE XI.
THE EARNINGS OF MEN AS TEACHERS.
(By years of service.)

Year of service	Monthly salary (dollars)																												Year of service																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	190		200	210	220	230	240	250	Average salary																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Analysis of Table XI.

The general comment as to probable yearly salaries found in the analysis of Table X may be used concerning this table. That is to say, monthly salaries below \$75.00 were probably earned in rural schools with nine-month years, while salaries of \$80.00 and more, were probably earned in city schools with ten-month years.

The following conclusions may be drawn from Table XI:

1. All salaries under \$60.00 per month were paid outside of California or for night school work.

2. The table shows that the largest number of men receive a beginner's salary of \$70.00, but the average beginner's salary is \$80.40. Both of these figures are far below the present day earnings of beginners, as will be shown in a later table.

3. The higher salaries, from \$160.00 to \$250.00 per month, are reached about the tenth year of service.

4. The salary most frequently paid to men is \$100.00 per month, and in the average it is reached at the end of three years of service.

5. There is a steady and fairly uniform increase in salary based upon increased service, the average rate of increase of the monthly salary being \$7.00 for each year of service.

6. The increase based on service is three and one-half times as large each year in the case of men, as in the case of women. (See Table X.)

In order to compare the salary increases of men and women, the following summary from Tables X and XI is offered:

AVERAGE SALARIES PER YEAR OF SERVICE.

Sex	First year	Fifth year	Tenth year	Fifteenth year	Twentieth year	Average increase per year of service
Men -----	\$80 40	\$103 50	\$133 40	\$159 00	\$202 50	\$7 00
Women -----	71 00	76 00	86 00	91 00	105 00	2 00

Analysis of Table XII.

There are two principal forces at work raising salaries. The first is the increased earning power of the individual, based upon the length of service. The second is the slow rise of the general salary level from year to year, by virtue of which each succeeding class has had a slightly better salary basis to begin on.

This table shows the rise of the general salary level as indicated by the increased earnings of the women of successive classes. The following facts are shown:

1. Beginners' salaries have increased from an average of about \$64.00 in the first ten years, 1891-1900, to an average of over \$73.00 in the last ten years, 1905-1914.

2. It should be noted that the ratio of increase in beginners' salaries has been about 14 per cent during the last twenty years. In the mean time, according to Bradstreet, the average cost of 257 commodities (wholesale) in 1910 was nearly 47 per cent higher than in 1897.* Relatively, therefore, measured by their purchasing power, the first salaries of elementary teachers are lower than they were twenty years ago.

3. Increased salaries for increased experience have shown a better rate of growth during the last ten years, from 1905 to 1914, than during the earlier years from 1891 to 1900.

*Vol. IX, No. 3, Transactions of the Commonwealth Club.

STATE NORMAL SCHOOL AT CHICO.

TABLE XIII.
AVERAGE SALARIES OF MEN, BY YEARS OF SERVICE AND BY CLASSES.

[illegible]

Analysis of Table XIII.

This table shows how the general rise in the level of teachers' salaries has affected the earnings of male graduates of the Chico State Normal School during the last twenty-four years. The following summary may be made:

1. Beginners' earnings have increased from an average of \$72.40 per month in the years 1891-1900, to an average of \$84.10 in the last ten years, from 1905 to 1914.
2. The actual and relative increase of salary due to increased experience and to the general rise of salary levels, is more pronounced in the case of men teachers than in the case of women. The ratio of beginners' salaries has been increased 17 per cent during the last twenty years. This is still far below the increase in the cost of living during the same time.
3. The most hopeful sign is an increasing rate of growth in salaries during recent years.

TABLE XIV.

SALARIES OF ALL ELEMENTARY TEACHERS IN CALIFORNIA COMPARED WITH SALARIES OF CHICO NORMAL GRADUATES.

Sex	1909	1910	1911	1912	1913	1914
Men—						
*Elementary teachers and principals, including all Normal graduates----	870	927	970	1,010	1,022	1,019
Chico Normal graduates-----	1,111	1,133	1,143	1,230	1,231	1,272
Women—						
*Elementary teachers and principals, including all Normal graduates----	672	698	711	727	731	746
Chico Normal graduates-----	750	733	771	776	797	827

*These figures are from the reports of the State Superintendent of Public Instruction of California. Prior to 1909 the State figures included in the same totals both high school and elementary school teachers. For that reason the comparison could not be made for those years.

Analysis of Table XIV.

The salary comparisons in Table XIV are of marked interest. Prospective teachers are eager to know if professional preparation on their part will figure in the amount of the salary warrant. Normal schools, also, are concerned as to whether the recognition of their graduates is a real and substantial fact. This table answers both questions in the affirmative.

It should be remembered that the salaries of normal school graduates are tabulated, together with the earnings of untrained teachers in the figures from the state reports. It is clear that this inclusion materially raises the general salary level. Our comparison here is not between salaries of Chico Normal graduates and untrained teachers. If it were, the difference would doubtless be even more striking.

TABLE XV.

MARRIAGE STATISTICS OF NORMAL SCHOOL GRADUATES.

After teaching (years)	Number married		Per cent married	
	Men	Women	Men	Women
0	22	38	28.3	13.0
1	6	34	7.8	11.4
2	10	37	13.0	12.4
3	10	39	13.0	13.2
4	7	33	9.1	11.2
5	5	42	6.6	14.1
6	3	14	4.0	4.6
7	4	12	5.2	4.1
8	7	19	9.1	6.4
9		8		2.5
10	1	6	1.3	2.2
11		1		.4
12	1	5	1.3	1.8
13	1	3	1.3	1.1
14		1		.4
15		1		.4
16		1		.4
17				
18				
19				
20		1		.4
21				
22				
23				
24				
Totals	77	295	100.0	100.0

Analysis of Table XV.

This table shows what per cent of graduates of the Chico Normal were married before teaching, and at the end of each successive year of teaching experience thereafter. This is a very pertinent question. It touches the worth of Normal school training as an investment by the state and its desirability as an investment by young women.

The following interesting points are brought out by this table:

1. As compared with women graduates, more than twice as large a percentage of men marry before teaching. This appears to be due to the fact that teaching often means to men an opportunity to provide for a wife, while to women matrimony includes in most cases a chance to be provided for by a husband.

2. After beginning teaching the annual percentage of men who marry declines. On the other hand the annual percentage of women teachers who marry tends to increase.

3. Half of all women teachers who marry, do so before their fourth year of teaching.

4. The fifth year of teaching claims the largest number and percentage of women teachers marrying in any one year.

5. After the fifth year of experience the percentage of marriage decreases very rapidly. It falls below 2 per cent per annum after the tenth year.

It should be noted that the percentages in the table concern only those graduates who marry. The proportion of those who marry compared with those who do not is as follows:

Sex	Number married	Per cent married	Number unmarried	Per cent unmarried
Men	77	59	54	41
Women	295	48	318	52

TABLE XVI.
MARRIAGE STATISTICS OF NORMAL SCHOOL GRADUATES.

Number years taught after marriage	Taught after marriage		Per cent of those who taught after marriage	
	Men	Women	Men	Women
0	29	213	37.6	72.5
1	7	38	9.1	13.0
2	10	12	13.1	4.1
3	6	11	7.7	3.7
4	5	12	6.5	4.1
5	6		7.7	
6	1	3	1.3	1.0
7	3	1	4.0	.4
8	2		2.5	
9	1	1	1.3	.4
10	2	1	2.6	.4
11				
12	3		4.0	
13	1	1	1.3	.4
14		1		
15				
16				
17	1		1.3	
18				
19				
20				
21				
22				
23				
24				
Totals	77	294	100.0	100.0

Analysis of Table XVI.

This table seeks to answer the questions: Do Normal graduates teach after marriage? If so, what percentage and how long?

From the above the following answers may be made:

1. 37.6 per cent of the men who marry never teach afterwards.

2. 76.0 per cent of the women who marry never teach afterwards.

3. It should be noted that in most of these cases of "marriage and no more teaching" among the men and in some of them among the women there is no relation of cause and effect. That is to say, the men who married and showed no record of subsequent teaching had for the most part quit teaching for other reasons. Marriage does not appear to operate in restraint of further teaching in the case of men. On the other hand it is the strongest counter influence in the case of women.

4. Of the women teaching after marriage only 15 per cent taught more than one year.

TABLE XVII.
DISTRIBUTION OF SERVICE IN SCHOOLS OF DIFFERENT SIZES.
Men.

Year of graduation	Total months in one-teacher schools	Per cent of total months service	Total months in two to four-teacher schools	Per cent of total months service	Total months service in five, or more, teacher schools	Per cent of total months service
1891 -----	37	20	59	32	88	48
1892 -----	25	8	70	21	231	71
1893 -----	83	25	199	59	57	16
1894 -----	50	48	39	37	16	15
1895 -----	91	61	18	12	40	27
1896 -----	46	63	9	12	18	25
1897 -----	56	14	120	31	215	55
1898 -----	24	10	40	16	184	74
1899 -----	44	38	8	7	67	55
1900 -----	76	14	96	17	377	69
1901 -----	74	14	124	24	316	62
1902 -----	110	47	96	41	27	12
1903 -----	72	42	31	18	69	40
1904 -----	152	56	7	3	110	41
1905 -----	18	13	81	58	41	29
1906 -----	21	9	55	24	157	67
1907 -----	13	7	9	5	153	88
1908 -----	55	20	96	34	133	46
1909 -----	90	15	72	14	417	71
1910 -----	95	33	73	25	123	42
Subtotals -----	1,232	23	1,302	24	2,839	53
1911 -----	37	16	45	20	139	64
1912 -----					90	100
1913 -----	16	7	69	30	152	63
1914 -----	38	61	14	23	10	16
Totals -----	1,323	22	1,430	24	3,230	54

Analysis of Table XVII.

To Normal school officers, Tables XVII and XVIII are probably the most useful in this report.

They show the amount and proportion of teaching in schools of the one-teacher, two-teacher, and graded type. This becomes a matter of practical value in planning courses of training for, obviously, the training in methods and administration must be aimed to meet the conditions the teacher will have to face after leaving the normal school.

Table XVII shows the relative amount of time spent in the different types of schools in which the men who have graduated from the Chico State Normal have taught.

TABLE XVIII.
DISTRIBUTION OF SERVICE IN SCHOOLS OF DIFFERENT SIZES.
Women.

Year of graduation	Total months in one-teacher schools	Per cent of total months service	Total months in two to four-teacher schools	Per cent of total months service	Total months service in five, or more, teacher schools	Per cent of total months service
1891	252	38	33	5	381	57
1892	284	40	110	16	314	44
1893	281	46	144	23	187	31
1894	293	46	92	14	250	40
1895	406	36	69	6	644	58
1896	683	39	225	13	861	48
1897	220	36	119	19	264	45
1898	189	67	9	3	81	30
1899	155	38	58	14	198	48
1900	627	44	155	11	682	45
1901	253	24	222	21	587	55
1902	614	60	58	6	353	34
1903	430	27	136	8	1,029	65
1904	419	49	252	30	177	21
1905	728	38	205	11	962	51
1906	548	53	200	20	282	27
1907	549	35	288	19	726	46
1908	764	39	564	30	645	31
1909	616	45	237	17	515	38
1910	831	47	209	12	718	41
Subtotals	9,142	41	3,385	15	9,806	44
1911	488	51	236	23	234	26
1912	482	48	129	13	397	39
1913	570	50	216	18	343	22
1914	258	58	134	30	55	12
Totals	10,940	42	4,100	16	10,835	42

Analysis of Table XVIII.

This table shows the ratio of teaching in one-room, two to four-room, and five-room and larger schools, by women graduates of the Chico State Normal.

The following comparisons are clear from the totals of Tables XVII and XVIII:

Percentage of total teaching service of men in 1-teacher schools	20
Percentage of total teaching service of women in 1-teacher schools	42
Percentage of total teaching service of men in 2 to 4-teacher schools	24
Percentage of total teaching service of women in 2 to 4-teacher schools	16
Percentage of total teaching service of men in 5-teacher and over schools	54
Percentage of total teaching service of women in 5-teacher and over schools	42

TABLE XIX.

RELATION OF TOTAL MONTHS SERVICE IN UNGRADED AND GRADED SCHOOLS.

Men.

Year of graduation	Total months service in all schools	Total months service in ungraded schools	Per cent of total service	Total months service in graded schools	Per cent of total service
1891	184	96	52	88	48
1892	326	95	29	231	71
1893	339	282	83	57	17
1894	105	89	85	16	15
1895	149	109	73	40	27
1896	73	55	75	18	25
1897	391	176	45	215	55
1898	248	64	26	184	74
1899	119	52	44	67	56
1900	549	172	31	377	69
1901	514	198	38	316	62
1902	233	206	88	27	12
1903	172	103	60	69	40
1904	269	159	59	110	41
1905	140	99	70	41	30
1906	233	76	33	157	67
1907	175	22	12	153	88
1908	284	151	53	133	47
1909	579	162	28	417	72
1910	291	168	58	123	42
Subtotals	5,373	2,534	47	2,839	53
1911	221	82	37	139	63
1912	90			90	100
1913	237	85	35	152	65
1914	62	52	84	10	16
Totals	5,983	2,753	46	3,230	54

Analysis of Table XIX.

For the purposes of this tabulation all teaching in schools of less than five teachers have been considered as teaching in ungraded schools, and all teaching in schools of five teachers or more have been considered as teaching in graded schools.

Table XIX shows that slightly more than half the teaching of the men graduates of the Chico State Normal School was done in graded schools. As a general thing the graduates of the earlier classes spent a larger percentage of their time in the country schools than did the later ones.

The total months of service as shown in Tables XIX and XX differs from the total service as shown in Table II. This difference is due to the fact that in some reports it was impossible to tell whether the service had been performed in graded or ungraded schools. While such reports could be tabulated in Table II it was impossible to classify and tabulate them in Tables XIX, XX and XXI. Therefore, these later tables show slightly smaller totals.

TABLE XX.

RELATION OF TOTAL MONTHS OF SERVICE IN UNGRADED AND GRADED SCHOOLS.

Women.

Year of graduation	Total months service in all schools	Total months service in ungraded schools	Per cent of total service	Total months service in graded schools	Per cent of total service
1891	666	285	43	381	57
1892	708	394	56	314	44
1893	612	425	69	187	31
1894	635	385	61	250	39
1895	1,119	475	42	644	58
1896	1,769	908	51	861	49
1897	603	339	56	264	44
1898	279	198	71	81	29
1899	411	213	52	198	48
1900	1,414	782	55	632	45
1901	1,062	475	45	587	55
1902	1,025	672	66	353	34
1903	1,595	566	35	1,029	65
1904	848	671	79	177	21
1905	1,895	933	49	962	51
1906	1,030	748	73	282	27
1907	1,563	837	54	726	46
1908	1,973	1,328	67	645	33
1909	1,368	853	62	515	38
1910	1,758	1,040	60	718	40
Subtotals	22,333	12,527	56	9,806	44
1911	958	724	76	234	24
1912	1,008	611	61	397	39
1913	1,129	786	70	343	30
1914	446	391	88	55	12
Totals	25,874	15,039	58	10,835	42

Analysis of Table XX.

This table shows the relative proportion of time spent in graded and ungraded schools by women in the service. The women teachers, unlike the men, teach a greater proportion of their time in country schools than in city schools. In considering these tables it should be remembered that most of the teaching of northern California is done in schools of less than five teachers.

In the later classes there has not been sufficient lapse of time completely to settle the teachers in the work. For this reason they show a larger percentage of service in the ungraded schools. Table XX, like Table XIX, classifies as ungraded schools all schools of less than five teachers.

TABLE XXI.

RELATION OF TOTAL MONTHS OF SERVICE IN UNGRADED AND GRADED SCHOOLS.

Men and Women.

Year of graduation	Total months service in all schools	Total months service in ungraded schools	Per cent of total service	Total months service in graded schools	Per cent of total service
1891	850	381	45	469	55
1892	1,034	489	47	545	53
1893	951	707	74	244	26
1894	740	474	64	266	36
1895	1,268	584	46	684	54
1896	1,812	963	52	879	48
1897	994	515	52	479	48
1898	527	262	50	265	50
1899	530	265	50	265	50
1900	1,963	954	48	1,009	52
1901	1,576	673	43	903	57
1902	1,258	878	70	380	30
1903	1,767	669	38	1,098	62
1904	1,117	830	74	287	26
1905	2,035	1,032	51	1,003	49
1906	1,263	824	65	439	35
1907	1,738	859	50	879	50
1908	2,257	1,479	65	778	35
1909	1,917	1,015	52	932	48
1910	2,049	1,208	59	841	41
Subtotals	27,706	15,061	54	12,645	46
1911	1,179	806	68	373	32
1912	1,098	611	56	487	44
1913	1,366	871	64	495	36
1914	508	443	87	65	13
Totals	31,857	17,792	56	14,065	44

Analysis of Table XXI.

The record of all teaching done by the graduates represented in this report shows that over one-half of the teaching has been done in ungraded schools. An unavoidable conclusion is that preparation for rural school work should be a definite part of the training offered by the State Normal School at Chico.

TABLE XXII.

RELATION OF NUMBER BEGINNING IN UNGRADED TO THOSE BEGINNING
IN GRADED SCHOOLS.

Men.

Year of graduation	Total number who began teaching	Total who began in ungraded schools	Total who began in graded schools	Per cent who began in ungraded schools	Per cent who began in graded schools
1891	1	1		100	0
1892	2	2		100	0
1893	4	4		100	0
1894	1	1		100	0
1895	3	3		100	0
1896	3	3		100	0
1897	3	3		100	0
1898	2	2		100	0
1899	2	2		100	0
1900	6	4	2	67	33
1901	8	8		100	0
1902	4	4		100	0
1903	4	4		100	0
1904	3	3		100	0
1905	2	2		100	0
1906	3	3		100	0
1907	3	2	1	67	33
1908	6	4	2	67	33
1909	11	10	1	91	9
1910	10	7	3	70	30
Subtotals	81	72	9	89	11
1911	7	5	2	71	29
1912	3		3	0	100
1913	13	4	9	30	70
1914	7	7		100	0
Totals	111	88	23	79	21

Analysis of Table XXII.

The findings of Tables XIX, XX and XXI show the relative amount of time spent in teaching graded and ungraded schools. They do not show what proportion of graduates taught at some time or other in either or both of these classes of institutions.

The object of Table XXII is to show just what proportion of the men began work of teaching in ungraded schools and what proportion began in graded schools. The totals show that 79 per cent of all the men and 100 per cent of the men in sixteen classes began to teach in ungraded schools. In one class, namely that of 1912, all of the men began to teach in graded schools. The reason for this exception is that the wave of manual training teaching carried into city school positions a very considerable number of the men of the class of 1912 who happened to be prepared for special work in that line.

TABLE XXIII.

RELATION OF NUMBER BEGINNING IN UNGRADED TO THOSE
BEGINNING IN GRADED SCHOOLS.

Women.

Year of graduation	Total number who began teaching	Total who began in ungraded schools	Total who began in graded schools	Per cent who began in ungraded schools	Per cent who began in graded schools
1891	9	6	3	67	33
1892	7	7	0	100	0
1893	7	7	0	100	0
1894	9	9	0	100	0
1895	12	10	2	83	17
1896	18	16	2	89	11
1897	9	9	0	100	0
1898	5	4	1	80	20
1899	8	7	1	88	12
1900	20	20	0	100	0
1901	12	11	1	92	8
1902	15	14	1	93	7
1903	23	20	3	87	13
1904	15	15	0	100	0
1905	27	25	2	93	7
1906	20	20	0	100	0
1907	35	31	4	89	11
1908	39	36	3	92	8
1909	33	30	3	91	9
1910	50	46	4	92	8
Subtotals	373	343	30	92	8
1911	30	29	1	97	3
1912	40	34	6	85	15
1913	60	50	10	83	17
1914	54	49	5	91	9
Totals	557	505	52	91	9

Analysis of Table XXIII.

This table proves beyond all discussion the relation of the women graduates of this school to ungraded school service. Ninety-one per cent of all women graduates and 100 per cent of the women of seven classes began work in the small schools.

It is evident that the percentage of work begun in ungraded schools as shown in Table XXIII, does not fully measure the demands that such schools make upon new graduates. The fact is that most of the men and practically all of the women find their first service in ungraded schools.

TABLE XXIV.

SERVICE IN ONE-TEACHER AND MORE THAN ONE-TEACHER SCHOOLS.

Men.

Year of graduation	Total months service in all schools	Total months service in one-teacher schools	Per cent of total	Total months in two, or more, teacher schools	Per cent of total
1891	184	37	20	147	80
1892	326	25	8	301	92
1893	339	83	24	256	76
1894	105	50	48	55	52
1895	149	91	61	58	39
1896	73	46	63	27	37
1897	391	56	14	335	86
1898	248	24	10	224	90
1899	119	44	37	75	63
1900	549	76	14	473	86
1901	514	74	14	440	86
1902	233	110	47	123	53
1903	172	72	42	100	58
1904	269	152	56	117	44
1905	140	18	13	122	87
1906	233	21	9	212	91
1907	175	13	7	162	93
1908	284	55	20	229	80
1909	579	90	16	489	84
1910	291	95	33	196	67
Subtotals	5,373	1,232	23	4,141	77
1911	221	37	17	184	83
1912	90	0	0	90	100
1913	237	16	7	221	93
1914	62	38	61	24	39
Totals	5,983	1,323	22	4,660	78

TABLE XXV.

SERVICE IN ONE-TEACHER AND MORE THAN ONE-TEACHER SCHOOLS.

Women.

Year of graduation	Total months service in all schools	Total months service in one-teacher schools	Per cent of total	Total months in two, or more, teacher schools	Per cent of total
1891	606	252	38	414	62
1892	708	284	40	424	60
1893	612	281	46	331	54
1894	635	293	46	342	54
1895	1,119	406	36	713	64
1896	1,769	683	39	1,086	61
1897	603	220	36	383	64
1898	279	189	67	90	33
1899	411	155	38	256	62
1900	1,414	627	44	787	56
1901	1,002	253	24	809	76
1902	1,025	614	60	411	40
1903	1,595	430	27	1,165	73
1904	848	419	49	429	51
1905	1,895	728	38	1,167	62
1906	1,030	548	53	482	47
1907	1,563	549	35	1,014	65
1908	1,973	764	39	1,209	61
1909	1,368	616	45	752	55
1910	1,758	831	47	927	53
Subtotals	22,333	9,142	41	13,191	59
1911	958	488	51	470	49
1912	1,008	482	48	526	52
1913	1,129	570	50	559	50
1914	446	258	58	188	42
Totals	25,874	10,940	42	14,934	58

Analysis of Tables XXIV and XXV.

Tables XXIV and XXV undertake to compare the total amount of service in one-teacher schools with that rendered in schools of two or more teachers. It is not assumed, of course, that this classification properly separates rural from city schools, or indicates the proportion of graded and ungraded service rendered by the graduates under survey. What it does do is definitely to measure the relative quantity of service rendered under the peculiar conditions and demands that prevail in one-teacher schools.

A summary of the findings may be made as follows:

TABLE XXVI.

Sex	Service in one-teacher schools		Service in two, or more, teacher schools	
	Total months	Per cent of total service	Total months	Per cent of total service
Men -----	1,323	22	4,660	78
Women -----	10,940	42	14,934	58
Both -----	12,260	38	19,544	62

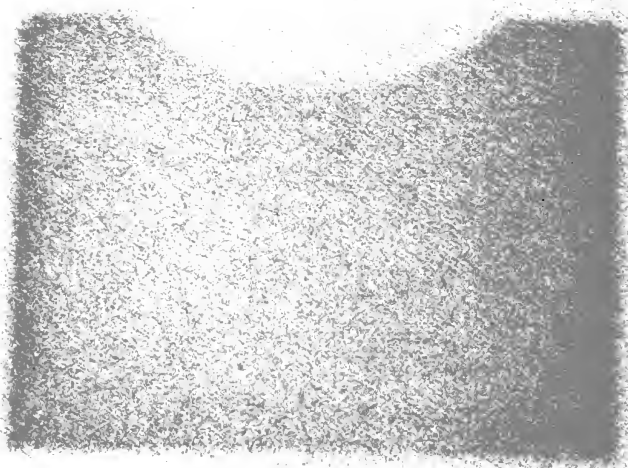
TABLE XXVII.

THE DRIFT OF THE TEACHING FORCE FROM UNGRADED TO GRADED SCHOOLS.

Sex	Began in one and two to four-teacher schools		Changed to graded schools from ungraded schools		Teaching in graded schools by 1915	
	Number	Per cent began	Number	Per cent changed	Number	Per cent who began in or changed to graded schools
Women -----	505	91	214	42	180	67
Men -----	88	79	50	56	58	79
Both -----	593	89	264	44	238	72

In summarizing the findings of Tables XVII to XXVII the following conclusions appear:

1. Seventy-nine per cent of the men and 91 per cent of the women began to teach in ungraded schools.
2. Fifty-eight per cent of the men and 42 per cent of the women changed to graded schools.
3. Fifty-four per cent of the total teaching done by men and 42 per cent of the total teaching done by women is done in graded schools.
4. Forty-four per cent of the teaching service of all the normal graduates under survey has been done in graded schools. At the same time nearly all of the graduates have at some time or other taught in ungraded schools.
5. Table XXVII shows that a majority of both men and women teach in both ungraded and graded schools. It seems perfectly clear, therefore, that adequate normal school training should include for all graduates practical preparation for both rural and city school service.



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